DOCUMENT RESUME

ED 100 666 88 SE 018 357

TITLE Language Arts 9-12, Environmental Education Guide.
INSTITUTION Project I-C-E, Green Bay, Wis.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE [74]
NOTE 80p.

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS *Conservation Education; *Environmental Education; Instructional Materials; Interdisciplinary Approach; *Language Arts; Learning Activities; Natural Resources; Outdoor Education; Science Education; *Secondary Education; *Teaching Guides
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; *Project I C E

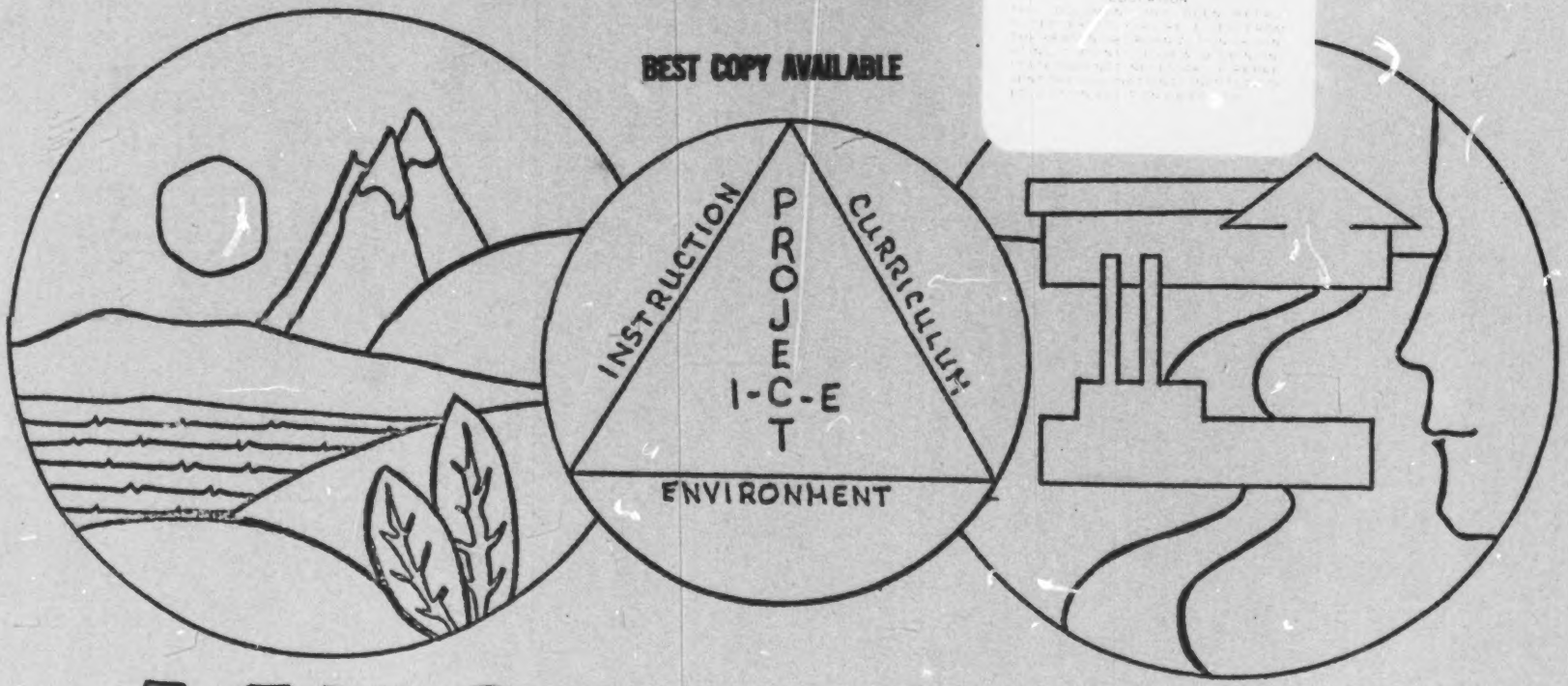
ABSTRACT

This language arts guide, for use in grades 9-12, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that relate various English skills (reading, writing, listening, and speaking) to environmental concepts. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as debate, interviews, and analysis. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggests references and resource materials useful to teachers and students. (Author/TK)

ENVIRONMENTAL EDUCATION GUIDE

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION



LANGUAGE ARTS 9-12

SE018357

Robert J. Warpinski
Project I-C-E

BEST COPY AVAILABLE

P R O J E C T I - C - E
(Instruction-Curriculum-Environment)
1927 Main Street
Green Bay, Wisconsin 54301
(414) 468-7464

PROJECT STAFF

Robert Warpinski - Director

Robert Kellner Terrence Hess - Assistant Directors

George Howlett, Jr. - E. E. Specialist

Nancy Timm Lynn Kuehn - Secretaries

ALL RIGHTS RESERVED
These materials were produced pursuant
to a grant under Title III, E.S.E.A.
The Wisconsin Department of Public Instruction
Project No. 59-70-0135-4

Wisconsin Area "B" Regional Project
Serving All Schools in Cooperative Educational Service Agencies 3-8-9

Ludwig Petersen
Coordinator, C.E.S.A. #3

Kenneth Poppy
Coordinator, C.E.S.A. #8

John F. David
Coordinator, C.E.S.A. #9
Project Administrator

FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

BEST COPY AVAILABLE

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

BEST COPY AVAILABLE

LANGUAGE ARTS PREFACE

Youth need ecology and ecology needs youth. The natural, physical world in which young people live needs to be made relevant to their school studies. Young people have a completely absorbing interest in the world of nature around them. One of the reasons for this handbook is to attempt to link natural ecological issues with language arts instruction.

This environmental handbook is written for high school students. Although the twelve environmental concepts are scientifically oriented, the attempt here is to relate them directly to the various English skills--reading, writing, listening, speaking--all of which have as their purpose making the student a more capable functioning member of society.

An example of the specific skills presented in this handbook is that of writing. As is the case with each skill, the skills of learning to write, from working with the paragraph, through formulating the essay, to writing the research paper itself, are tied closely with an ecological concept. For example, the coherence, unity, and development of the topic sentence or thesis created in writing can easily be seen to be analogous to the importance of man's fitting into his ecosystem in a coherent, unified, directed manner. In short, the importance of the parts' relationship to the whole is vital both in writing--an English skill--and in the study of ecosystems--a survival skill.

More than ever before, man's capacity for survival is threatened by his inability to recognize the ecological destruction which he wreaks on his physical world. As true humanists, English teachers must be ready to help man see himself as one entity, a being with great capacities--mentally, physically, spiritually--for beneficial ecological growth. English teachers must not pretend, for example, that the beauty of fine verse, the finely tuned logic of an essay or a fictional work, have nothing to do with that "outside" world in which men live. We must help ourselves and others to see that beauty or ugliness of our physical world has a direct bearing on individual man's perception of beauty in literature. The skills of English, those uses of language which help us toward becoming more fully human, must be brought to bear on the creation of an ecologically sound, and therefore aesthetically pleasing, world. This, then, is the purpose of this handbook.

BEST COPY AVAILABLE

ACKNOWLEDGEMENT

The interest and dedicated effort of the following teachers from Wisconsin Area "B" has led to the development of the Project I-C-E Environmental Education K-12 series:

D. C. Aderhold, Bonduel
Joan Alioto, Denmark
Mary Anders, Winneconne
Eugene Anderson, Peshtigo
James Anderson, Green Bay
John Anderson, Peshtigo
Peggy Anderson, Green Bay
Walter Anderson, Wausaukee
Angela Anthony, Gibraltar
Dr. Harold Baeten, St. Norbert, DePere
William Baggs, Shiocton
Anthony Balistreri, Howard-Suamico
Lowell Baltz, Weyauwega
David Bartz, Sturgeon Bay
Bonnie Beamer, Coleman
Robert Becker, Fox Valley Luth., Appl.
William Behring, Lourdes, Oshkosh
David Bell, Neenah
Marie Below, Clintonville
Lousene Benter, Gillett
Lillian Berges, Seymour
Laura Berken, Oconto Falls
Peter Biolo, W. DePere
Carmella Blecha, Green Bay
Merlyn Blonde, Shawano
Barbara Jean Bobrowitz, Green Bay
William Bohne, Kimberly
Gailen Braun, Lena
Joan Charnetski, Sevastopol
Clifford Christensen, Winneconne
Bob Church, Little Chute
Lee Clasen, Luxemburg-Casco
Kathryn Colburn, Algoma
Merle Colburn, Algoma
Bill Cole, Gillett
Willard Collins, Crivitz
Ronald Conradt, Shiocton
Ken Couillard, Hortonville
John Cowling, Niagara
James Curran, Green Bay
Sara Curtis, Green Bay
Nicholas Dal Santo, Pembine
Judy DeGrave, W. DePere
Carol DeGroot, Ashwaubenon
Duane DeLorme, Green Bay
Ellen DePuydt, Gillett
John DeWan, Green Bay
Robert H. Dickinson, Oconto
R. A. Dirks, Gillett
Roberta Dix, St. Joe's Acad., G.B.
Dennis Dobrzenski, White Lake
Darwin Eastman, Appleton
Linda Eiting, Appleton
Janet Elinger, Ashwaubenon
Phyllis Ellefson, Wash. Island
Raymond Emerich, Hortonville
Mike Ercegovac, Winneconne
Gery Farrell, Menasha
Keith Fawcett, W. DePere
Billie Feichtinger, Green Bay
Rev. Bruno Frigo, Abbot Pennings, DePere
Ann Fuhrmann, Marinette
Raymond Gantenbein, Green Bay
Dona Geeding, Menasha
Armin Gerhardt, Appleton
Leroy Gerl, Oconto
Jack Giachino, Seymour
Rev. Gordon Gilsdorf, Sacred Heart, Oneida
Mike Gleffe, St. Matthews, Green Bay
Lillian Goddard, Coleman
Charles Gostas, Freedom
Karen Grunwald, St. James Luth., Shawano
Michael Haasch, Pulaski
Sr. Barbara Haase, St. Bernard, G.B.
Janelle Hagerty, Resurrection, G.B.
Robert J. Haglund, Green Bay
Robert Haen, Luxemburg-Casco
Donald Hale, Winneconne
Lee Hallberg, Appleton
Raymond Hammond, Hortonville
Russ Hanseter, Seymour
Herbert Hardt, Gibraltar
Emmajean Harmann, Sevastopol
Bill Harper, Lena
Beth Hawkins, Xavier, Appleton
Mike Hawkins, Xavier, Appleton
Terry Heckel, Marinette
Gary Heil, Denmark
Jerome Hennes, Little Chute
Robert Herz, St. James Luth., Shawano
Wendell Hillskotter, Weyauwega
Nannette Hoppe, Howard-Suamico
Joe Hucek, Pulaski
Catherine Huppert, DePere
Gene Hurrish, Green Bay
James Huss, Freedom
John Hussey, Green Bay
Sue Husting, Green Bay
Barbara Huth, Menasha
Sr. Claudette Jeanquart, St. Charles, Lena
Darrell Johnson, Hortonville
DeAnna Johnson, Denmark
Kathleen Jonen, Kaukauna
Sr. Lois Jonet, Holy Angels, Appleton
Ester Kaatz, Wausaukee
Paul Kane, Ashwaubenon
Ken Kappell, St. Alousius, Kaukauna
Kris Karpinen, W. DePere
Mel Kasen, Gibraltar
Ken Keliher, Appleton
Mary Chriss, Hortonville
Mike Kersten, Suring
George Kreiling, Marinette

James Krenek, Coleman
Bernadyne King, Neenah
Everett Klinzing, New London
Douglas Koch, Cath. Cent., Marinette
Frank Koehn, Resurrection, G.B.
Lynn Koehn, Pulaski
Jack Koivisto, Green Bay
Fred Krueger, Oshkosh
Fritz Krueger, Oshkosh
Jim Krueger, Winneconne
Ervin Kunesh, Marinette
Sr. Mary Alyce Lach, Cathedral, G.B.
Thomas LaFountain, Appleton
Steven P. Lapacz, Resurrection, G.B.
Mae Rose LaPointe, St. John High, L. Chute
Rosemarie Lauer, Hortonville
Kathleen LeBreck, Oconto
Robert Lee, Neenah
Don Leibelt, Green Bay
Phillip Lewicki, Gillett
Harold Lindhorst, St. Martin Luth., Clint.
Edward Linn, Appleton
John Little, Winneconne
Dennis Lord, Little Wolf
Ellen Lotz, W. DePere
Jean Lucier, Ashwaubenon
Judy Luedtke, St. Rose, Clintonville
Roy Lukes, Gibraltar
Sr. Anna Maar, St. Philips, G. B.
James Maki, Sturgeon Bay
Doris Malcheski, Howard-Suamico
Donald Marsh, Bonduel
Joyce Mateju, Algoma
Mary Mathis, Denmark
Margaret McCambridge, White Lake
Judy McGovn, Green Bay
Kathleen McMahon, Green Bay
Margaret McMahon, Little Chute
Rick Menard, Little Chute
Priscilla Mereness, Wrightstown
Robert Meyer, Neenah

Richard Minten, W. DePere
David Miskulin, Goodman
Wendell Mitchell, Green Bay
Sharon Moore, Pulaski
Gloria Morgan, Linsmeier, G.B.
Lyle Nahley, Green Bay
Arnold Neuzil, Shiocton
Jim Nuthals, Lourdes, Oshkosh
Dorothy O'Brien, Wausaukee
Mildred O'Connell, Green Bay
Don Olsen, Shawano
Neil Olsen, Pulaski
Jean Marie O'Malley, Green Bay
Terry Otto, St. John Luth., Suring
Carl Paquet, Denmark
Ed Patschke, Menasha
Arthur Paulson, Oconto Falls
David Paulus, Neenah
George Pederson, Southern Door
AnnaMay Peters, Florence
Connie Petersen, St. Martin Luth., Clint.
Paul Plantico, Green Bay
Gene Ploetz, Kaukauna
Virginia Pomusl, White Lake
Willard Poupore, Little Chute
Marie Prochaska, Lena
Christine Proctor, Wausaukee
Rosemarie Rafath, Clintonville
Mark Reddel, St. Martin Luth., Clint.
Jack Rickaby, Hortonville
William Roberts, Sturgeon Bay
Gordon Rohloff, Oshkosh
Gladys Roland, Little Wolf
Ben Roloff, Howard-Suamico
Jack Rosenthal, Lourdes, Oshkosh
Kathryn Rowe, Appleton
Roger Roznowski, Southern Door
Mary Margaret Sauer, Menasha
Elmer Schabo, Niagara
Edwin Schaefer, Kaukauna
William Schaff, St. Joseph, Appleton

Arthur Schelk, Suring
Greg Schmitt, Cathedral, G.B.
Larry Schneider, DePere
Ron Schreier, Omro
Allan Schuh, Pulaski
Janet Serrahn, Sevastopol
Carolyn Stoehr, New London
Calvin Siegrist, Howard-Suamico
Peter Skroch, Oconto Falls
Mary Smith, Green Bay
Lee Smoll, Little Chute
David Soltesz, Crivitz
Bruce Sonnenberg, Neenah
Beverly Splitgerber, Green Bay
Wayne Splitgerber, Green Bay
Doris Stehr, Mt. Calvary Luth., Kimberly
Bill Stillion, Shawano
Ginger Stuvetraa, Oshkosh
Judy Sweedy, Denmark
Richard Switzer, Little Chute
Sr. Dorothy Marie Tappa, Xavier, Appl.
Nancy Tebo, Neenah
Jackie Thiry, Denmark
John Torgerson, Kewaunee
Clarence Trentlage, Freedom
Carol Trimberger, Kewaunee
Jack Twet, Freedom
Tim Van Susteren, Holy Name, Appleton
Mary Wadzinski, Howard-Suamico
Marion Wagner, Gillett
Ruth Ward, Crivitz
Cathy Warnack, White Lake
Susan Weller, Green Bay
Dallas Werner, Kaukauna
Lila Wertsch, St. Margaret Mary, Neenah
Ruth Windmuller, Green Bay
Tom Weyers, Cathedral, Green Bay
James Wiza, DePere
Ralph Wohlt, New London
Warren Wolf, Kimberly
Peggy Wolfgram, Pulaski

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.

4. An adequate supply of clean water is essential to life.

5. An adequate supply of clean air is essential for life.

6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.

8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

9. Man has the ability to manage, manipulate and change his environment.

10. Short-term economic gains may produce long-term environmental losses.

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

TABLE OF CONTENTS

Concept	Topic	Page No.
1	Imaginative Expression	7
2	Writing - Deductive Paragraph	13
	Writing Expository Essay	15
	Writing and Research-Research paper	17
3	Oral Communication - Speech	19
	Oral Communication - Drama	21
	Oral Communication - Debate	23
4	Poetry -(Interpretative Reading)	25
	Poetry - Original	27
	Poetry - Analysis	29
5	Journalistis Skills - The Interview	31
	Journalistic Skills - The News Story and Feature	33
	Journalistic Skills - Editorial	35
6	Group Discussion	39, 41, 43
7	Propaganda and Advertising	45, 51
8	Problem Solving	53
	Problem Solving	59
9	Role-Playing (9-12)	61
10	Listening and Reading	63, 65, 67
11	Short Story - Organization	69
	Short Story - Language	71
12	Critical Reading	73, 75, 79

BEST COPY AVAILABLE

Environmental:

Integrated with:

CONCEPT NO. 1-Energy

SUBJECT Language Arts (9-12)

ORIENTATION What are the sources of life?

TOPIC/UNIT Imaginative Expression

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

BEHAVIORAL OBJECTIVES

Cognitive:

Illustrate his idea of the sources of life through imaginative expression.

Affective:

Respond to his classmates' ideas by asking questions and making comments on the presentations of his peers.

Skills Used:

1. Oral expression
2. Visual interpretation
3. Writing skills

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. The teacher could instruct students to bring a sample of any kind of seed to class. After indentification of the seeds, this sharing can stimulate a wider discussion of the sources of life. Any of the other ideas under "Outside or Community" may be substituted. They could then be asked to react to this discussion through some form of imaginative expression.

1. Children's book
2. Movie
3. Slide set
4. Creative dramatic
5. Picture book
6. Poster, Bulletin Board
7. Visual or sound montage
8. Collage
9. Original Story: telling or reading.
10. Mobile

(continued)

Outside or Community:

A. A "nature walk" to any suitable area in which the students can observe sources of life and record examples to stimulate discussion and/or imaginative expression.

B. The local children's librarian could be asked to select and present a number of children's books that illustrate the theme of sources of life.

C. The teacher could compile a group of pictures or slides that illustrate the theme and show these to the class as a stimulus.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Kodak's "How To Make A Movie" Media and Methods (Monthly Periodical) The Lorax Dr. Seuss Fifteen One-Act Plays, Gore Vidal Energy Sources: Thier, Herbert Rand McNally & Co., 1969. ICE-RMC 110th Energy and Power, Environteam, ESEA Project POE-Mark Oresty; Florida, 1972. ICE-RMC-180EN. **Audio-Visual:** Films: "Men at Bay" - ICE-RMC-250 (25 min) (film 250) "One Day at Teton Marsh" ICE RMC 200 (2 parts 48 min.) "Junk Dump" ICE-RMC-310 (20 min.) Filmstrip: Ecology and Man Series, "Energy Relationships" Set 1: Number 3 ICE-RMC-FS: St. 9. **Community:** Children's Library Area Suitable for Nature Walk	IN-CLASS (continued) B. A "share day" can be planned for students to contribute their projects to other classes. (See attached pages 11, 12, 13, 14.

BEST COPY AVAILABLE

Project I-C-E
Serving CESA's 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301

WHAT'S LANGUAGE ARTS? THE GROWTH OF SPEAKING, LISTENING, READING, AND WRITING SKILLS TO COMMUNICATE IDEAS AND FEELINGS.

The outdoor environment provides an excellent resource for the stimulation of language arts activities. The outdoor laboratory stimulates a creative response which can be either real or imaginative.

A great amount of understanding about one's environment can be achieved through the communication skills. In order to communicate how one perceives the environment one must use all his senses to observe his environment. This will help the individual to learn, question, understand, appreciate, and enjoy the out-of-doors. New words are learned and used when communicating about the out-of-Doors.

Some of the most productive language arts activities evolving from outdoor experiences are creative writing and oral expression. Vocabulary building will be automatic with each new experience. Effective verbal expression must grow out of an experience.

Descriptive writing may be a starting point for many pupils. Subjects such as "Now that you have visited the watershed project, what are your feelings about the conservation of water change?" Or, "What did you like most about your outdoor school experience?" are possible as catalysts for descriptive writing.

The sharing of experiences and the dramatization of experiences are possibilities for the translation and reinforcing of basic conceptual schemes.

Suggested Language Arts Activities

1. Note-taking (field notes)
2. Letter writing
3. Creative writing, such as poems or stories
4. Storytelling
5. Reading stories and poems
6. Writing diaries or logs, newspapers, songs, or menus
7. Use of outdoor school library for reference reading
8. Labeling and identifying field specimens
9. Dramatizations
10. Role playing
11. Making charts, posters, and bulletin board displays

BEST COPY AVAILABLE

"READING MAKETH THE FULL MAN
"CONFERENCE MAKETH THE READY MAN, AND WRITING MAKETH THE EXACT MAN."
FRANCIS BACON

To feel the pains and pleasures of a reading, speaking, or writing task take the real route. Read, speak, and write with your students. Maybe you forgot how hard it is to "be ready" or "exact." You forge new communicative roads,--especially be experiencing the speaking and writing process with the students and then "talking out" what they're going through, what you're going through. As a teacher, speaker, writer can you satisfy yourself by:

1. Describing a natural object (leaf, bark, stone, etc.) in no more than fifty words. Can you make us see, touch, smell, or feel it Can you appeal to our senses? Will you give students a copy of your description?

2. Explaining in more than five sentences a natural cause--effect pattern you saw or sensed at Trout Creek or during some outdoor experience.

3. Tape-recording natural sounds. Then describe (speaking, writing them to one who hasn't heard them.

   Like to try it? If taping is bothersome, then rely on memory.

4. Contrasting (orally, visually, or in writing) one natural object, animal, scene, or one part of the outdoor area with another.

5. Selecting a pattern, one natural object, and a specific audience.

   a. Choose an organizational pattern (top to bottom, left to right, diagonal, circular, high to low, etc.) befitting your selected natural object.
   b. Use a mode of expression you feel comfortable with--writing, speaking, visual. . .
   c. Direct your pattern and mode to a specific audience. Whenever we communicate, we are choosing someone special. Let's appeal to "special audiences." How could we deny our ideas and feelings directed towards Fred, Pete, and Mary? Do we ever really write to "someone" or "anyone"? How could we? They're nobody. But, Fred lives, my younger brother listens to me, and you're someone very unique reading this right now. I belive it; so do you; so should students--when they write or talk.

6. Share your most enjoyable, most enlightening, or exciting outdoor experience. We're your audience. You must let us enjoy your experiences, too. We want your new ideas, your excitement. Share that special area, color, plant, footpath, or feeling--whatever you choose to write, speak, or show us non-verbally. Keep in mind the feeling you want us to have as a result of your words or image.

7. Choosing your own quotation from memory, reading, or some source. Relate it (writing, speaking, illustrating) to nature or a natural object, animal, season, or phenomenon. Let the quotation skyrocket your strong feelings; let your words shape your experiences.

BEST COPY AVAILABLE

NEED MORE IDEAS? READ ON.

"AND THIS OUR LIFE...FINDS TONGUES IN TREES, BOOKS IN RUNNING BROOKS, SERMONS IN STONES, AND GOOD IN EVERYTHING." SHAKESPEARE

1. USE THE SENSES as stimuli for creative writing. Let students have their own "quiet time" to see, hear, smell, taste, touch. Then their experiences springboard into description, poems, narration, personification, "reaction" writing or some open-ended approach.

2. SPOT IDEAS OR THEMES IN NATURE. Then talk, write, or illustrate them. Here are some themes:

Patterns	What, where, when, how, and why do these ideas or themes occur in nature?
Change	
Interaction	
Adaptation	These themes occur daily in Trout Creek and in all of nature. In fact, these themes occur right in school, playground, or at home. Let students discuss, write, or illustrate one or more themes at Trout Creek and elsewhere
Energy Sources	
Man's Actions	

On your walk today, what changes, interdependence, interaction, etc. did you notice? Have you observed such themes elsewhere? Can you describe them; write comparisons/contrasts.

3. "TONGUES IN TREES"...Does our environment--both natural and man-made--communicate to us?
   What are the signs, symbols, form, features, or sensual messages--of growth and decay?
Speak, write, or illustrate "nature's talk." Later, explore "human non-verbal signs" of varying emotions, ideas, or social modes.

Ask yourself and students: How do people tell us things--without words? Students can respond to this. The speaking and writing possibilities are many. Observe and sense nature's signs. This is the stimulation, the kickoff experience for talking, writing, and illustrating. Many experts feel that how we say something along with its accompanying actions has more impact than the actual message content.

4. CREATE A FEELING, POEM, STORY, OR...about an outdoor experience, favorite place, tree, plant, or animal.

This one is open-ended. You can add these guidelines if you like:

a. Please illustrate your written or spoken creation with drawings, collage, pictures, etc.

b. Choose a specific audience. After all, we do communicate with special people and groups. 4th graders? 1st graders? younger brothers or sister? other teachers?

5. ESCAPE AND BE A NATURAL OBJECT OR CREATURE. Ignite imagination and believe you're a winter animal or favorite natural object. Ground rules? Use the first person and use hearty details. Tell us--written or spoken. Where you live, why you live there, and how you help other animals, plants, or man. Why wait? Escape!

BEST COPY AVAILABLE

Project I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301

Credits: Sally Kinney
Harrison County High Sch.
Cynthiana, Kentucky

EXERCISE #5

Title of Lesson: Using Our Senses

Purpose: To give students the experience of writing creatively about what they observe through their senses.

Behavioral Objectives: At the end of this lesson, 75% of the students will be able to:

1) Write a 100-word paragraph describing 5 things they have seen, heard, smelled or felt during a 30-minute period in an outdoor setting.
2) Point out in their paragraph 5 words that help the reader understand exactly the experience described in the paragraph.

Materials Needed:

Grammar book section dealing with writing descriptive paragraph and using sensory language.

Activities:

1) Discuss the importance of using words which are specific in description such as colors, sizes, shapes, textures.
2) Discuss the use of comparisons and contrasts in describing things that are unfamiliar to the reader such as "dandelions sprinkled across the field like yellow polka dots on green velvet."
3) Take a walk and take notes on things heard, seen, smelled or felt while out-of-doors.
4) Read paragraphs aloud to show similarities among people's observations and differences in their descriptions of what they saw.
5) Re-write paragraph which student considers his most successful.

Evaluation:

Grade student's paragraph to determine whether the student recorded 5 impressions from his experience outside and used 5 exact words to describe his experience.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 2-Ecosystem

SUBJECT Language Arts (Beginner Level)

ORIENTATION Is man an island?

TOPIC/UNIT Writing - Deductive Paragraph

BEHAVIORAL OBJECTIVES

Cognitive:

Describe the relationship between coherence, unity, and order in paragraph writing and the coherence, unity and order of the ecosystem.

Explain why man must be considered a part of the ecosystem rather than an entity in himself.

Affective:

Support a topic sentence through the deductive method of paragraph development.

Accept the fast that nature is constently changing, whether man is present or not.

Skills Used:

1. Paragraph development
2. Writing topic sentences
3. Seeing parallels

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The teacher offers a choice of topic sentences and asks the students to develop one using examples or reasons from his own experience.

Suggested topic sentences:

1. Nature is in a constant state of flux.
2. Although considered a superior species, man is nevertheless only a part of a vast and intricate ecosystem.
3. In order to insure his survival, man must learn to fit into, not try to conquer, his environment.

B. The teacher provides a stimulus for writing on the ecosystem topic (see "Outside or Community" Activities). Students react with a topic sentence and develop that idea with supporting statistics, details, examples or reasons.

Outside or Community

A. A science teacher could be asked to demonstrate the ecosystem, concentrating on the unity and order of natural balance.

B. The class could visit a wildlife management area to see the ecosystem operating efficiently.

C. The teacher could show a film, video tape or filmstrip (suggestions on p.16) which illustrates the concept.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

1. Wang, J.Y. Editor Man and His Environment: Interaction and Interdependence, conference of Env. Sciences Institute, San Jose, 1969, ICE-RMC, 160 Wa.

2. National Park Services, Environmental Education in the Public Schools U.S. Dept. of Interior, 1970. ICE-RMC-120 np.

Audio–Visual:

FILMS:
"A Slice of Bread" - Sterling Ed. Films, 1971. ICE-RMC-330 (16 min)
"Harmony" King Screen Prod. 1971. ICE-RMC-340 (15 min) VIDEO-TAPE
POSSIBILITIES:
"Primal Man" Series
"Jacques Costeau Specials"
"Seven Seas" Series
FILMSTRIPS:
Ecology ICE-RMC FS-ST 14
Ecological System Imperial Films Co., Florida, ICE-RMC, FS. St. 19.

Community:

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 2-Ecosystem

BEST COPY AVAILABLE

SUBJECT Language Arts (Intermediate)

ORIENTATION Is Man an Island?

TOPIC/UNIT Writing Expository Essay

BEHAVIORAL OBJECTIVES

Cognitive:

The student will identify the thesis inherent in a given selected related reading, state the thesis in a sentence and support it in a formal essay.
Compare thesis statements paragraph and complete stories on articles to parts of an ecosystem and an ecosystem.

Affective:

Value the ability to synthesize as a result of experiencing the process of discovery.
Accept the fact that an ecosystem is made up of many parts just as a story or article is made up of many parts.

Skills Used:

1. Reading
2. Analysis
3. Essay writing

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The teacher will provide essays which pertain to the theme of Walden-like experiences or experimentation. See suggested Resources (p. 18)

   1. Students will analyze the essays for statements relating to the concept of the ecosystem.
   2. Students will compose a formal essay in which they present the thinking which is their analysis and conclusions of the reported experience.

B. A speaker could be invited to address the class on the subject "IS Man an Island?" Some possible guests could be a nonconformist of local reputation, a social worker, a guidance counselor or a conservationist. The lecture could be taped and later analyzed by the class for main ideas which could serve as

(continued)

Outside or Community:

A. The essay writing exercise could be initiated with a class trip to a natural area where various aspects of the ecosystem might be observed.

B. Local news accounts of pollution or other behavior disregarding the ecosystems delicate balance could be used to stimulate ideas.

C. Use ICE field activity guide "He Said What? Well, Here's What I Think." ICE-RMC.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Faulkner's acceptance speech for the Nobel Prize Four in a Wild Place, John Stallard Walden, Thoreau **Audio–Visual:** FILM: "Gone With the Antennas" BAVI FILMSTRIPS: Interactions and Environments ICE RMC: FS st 16. Man and His Environment In Harmony and In Conflict- center for Humanities, New York, 1970 ICE-RMC-Kt. 34. **Community:**	IN CLASS (continued) thesis statement possibilities for students.

E. S. E. A. Title III · PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 2-Ecosystem

SUBJECT Language Arts (Advanced)

ORIENTATION Is man an Island?

TOPIC/UNIT Writing and Research-Research paper.

BEHAVIORAL OBJECTIVES

Cognitive:

Research, organize, and write a short research paper, using an ecological topic.

Affective:

Conclude that man's manipulation of one element of the ecosystem will result in various effects upon the others elements of the system.

Skills Used:

1. Research
2. Organization
3. Note-taking
4. Bibliography writing

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students select a topic to be researched dealing with the concept of the ecosystem.

EXEMPLES:

1. The wolf population on the Isle Royale
2. Near extinction of the bald eagle
3. Dutch elm disease
4. American chestnut tree decimation
5. DDT controversy
6. Noise Pollution
7. Urban through teacher directed learning lessons, students research, organize and write a 5-8 page research paper on the topic of their choice.

B. Students research the various aspects of his community or school "ecosystem" examining the various roles played by each member within the social unit, they then organize and write a 5-8 page research paper, complete with bibligoraphy.

Outside or Community:

A. A field trip to a local natural area could provide the student with the experience of seeing a well-balanced ecosystem functioning efficiently.

B. A DNR representative, a conservationist or a city engineer could be invited to speak to the class on any of the suggested topics at the left.

C. Students could contact experts in their topic areas as part of their research.

1. Field trip to natural area near your school or community.
2. Conservationists
3. DNR representative

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: "Speaking by Doing" National Textbook Company Skokie, Illinois Magazine: "Vital Speeches" Manual of Style - Turabian Interaction and Systems Science curriculum Improvement Study, Univ. of Calif. Berkeley, 1970. ICE-RMC-100Br. **Audio-Visual:** Filmstrip: "Man-Managed Eco-systems" McGraw-Hill, ICE-RMC #11-1. Crisis of the Environment The New York Times, 1970. ICE-RMC Kt. 6. **Community:** Guest speakers knowledgeable of suggested subject areas.	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 3-Carrying Capacity

SUBJECT Language Arts (Beginner Level)

ORIENTATION Can our earth sustain us?

TOPIC/UNIT Oral Communication - Speech

BEHAVIORAL OBJECTIVES

Cognitive:

Organize and produce a program, using his research and imaginative skills, in writing and speaking.

Affective:

Evaluate his own feelings toward mankind and his environment and interpret them.

Skills Used:

1. Organization
2. Speaking
3. Research

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The student will research and present comtemporary materials dealing with the third concept in the form of a "Today" show.
   1. Ask class what procedures would have to be followed to organize a presentation centering on these themes.
   2. Ideas could include:
      a. Use of reference materials
      b. Consulting of periodicals
      c. Division of class into groups for more direct study
      d. Preparation of scripts
      e. Use of visual aids
         1. pictures (clipped & framed)
         2. Student prints and slides showing activities dependent on pure water and clean air.
      f. Choosing of commentators, (continued)

Outside or Commun...

A. Library - Find essays articles and other materials that are pertinent to the concepts. Emphasize the necessity to edit and combine these materials to add originality to show.

B. Assign the viewing of contemporary documentary shows such as "First Tuesday" and "60 Minutes" to gather ideas and techniques for the class presentation.
   1. Students should make notes about attention-getting techniques and elements of good reporting.
   2. Emphasize the importance of timing and originality in these presentations.
   3. Portions of a good speech text should be assigned for outside reading.

C. As part of the show, interviews of individuals in the community could be used. Such individuals as doctors,

(CONTINUED)

SUGGESTED RESOURCES

Publications:

U.S. News & World Report
Newsweek
Time
National Geographic
Newspapers
Speech Text
Media Resource Materials
McCue, George Ecology (Series), Benziger, Inc., New York, 1971. ICE-RMC-130 MC: 1-10.
30 Basic Speech Experiences
Clark Publishers (continued)

Audio-Visual:

News programs - TV and Radio
Films
Family Planning - Walt Disney Educational Materials Co., 1968. 10 min. ICE-RMC #230.
1985 Metromedia Television 56 min. ICE-RMC #520

Community:

Newsmen
Public Librarian

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class (continued)

technicians and directors for the actual show.

B. Show class 1985 film, (See p. 22). Ask students to create their own fictional newscast for the year 2000.

Outside or Community (continued)

dentists, lawyers, factory workers.

Publications: (continued)

(The included materials are generally presented with the understanding that the possibilities are unlimited and the breadth of this activity is very open-ended.)

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 3-Carrying Capacity

SUBJECT Language Arts (Intermediate)

ORIENTATION Can our earth sustain us?

TOPIC/UNIT Oral Communication - Drama

BEHAVIORAL OBJECTIVES

Cognitive:

Identify and evaluate the isolated actions of dramatic characters in conflict with social and/or internal forces of crowding.

Affective:

Deliberately examine a variety of responses in literature, to an overcrowded environment.

Skills Used:

1. Oral Interpretation
2. Group discussion
3. Play writing
4. Play production

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The student will orally read the play Street Scene, West Side Story, or Death of a Salesman. After reading and discussion, the student will break into small groups, write and produce a skit, the theme being "how mankind is exceeding the earth's carrying capacity."
For example, the skit could dramatize the sociological effects of overcrowding in an urban area.

B. Show the film Boomsville. In discussion, help students to see the possibilities of effective drama without use of narration. Instruct the students, in small groups, to create and produce a skit (on some aspect of Concept 3) using no dialogue-Music and sound effects only.

Outside or Community.

A. Have students observe in their community and come up with overloading of carrying capacity. (traffic jams, overcrowded slums, water pollution, etc.)

B. Interview people who have lived in a large city regarding their attitudes on city life, and their ideas as to what can be done to improve the negative aspects.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Street Scene - Elmer Rice Death of a Salesman - Henry Miller West Side Story - Arthur Laurents **Audio-Visual:** Boomsville - Learning Corp. of America, New York, 1972. 10 min. ICE-RMC-400. Environmental Quality Index. America Is In Trouble - National Wildlife Federation, 1970. ICE-RMC-Kt. 9. **Community:** Speech & Drama Teacher	

E. S. E. A. Title III -- PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 3-Carrying Capacity

ORIENTATION Can our earth sustain us?

Integrated with:

SUBJECT Language Arts (Advanced)

TOPIC/UNIT Oral Communication - Debate

BEST COPY AVAILABLE

BEHAVIORAL OBJECTIVES

Cognitive:

Compare voluntary population limitation with government controlled population limitation.

a. people's attitude
b. inequities
c. measures used

Affective:

Demonstrate an understanding of the complexities of the relationship between and the limitations of the earth's resources.

Skills Used:

1. Organization
2. Research
3. Critical thinking
4. Oral presentation

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Organize a debate which features a local issue related to the carrying capacity of the earth. For example:
   1. Individual rights vs. community rights.
   2. Mass transportation vs. individual cars
   3. Population limitation vs. population explosion.
   4. Forests for industry vs. forests for recreation.

   Debate groups will present affirmative and negative sides, and rebuttals. Optional - questions from floor.

B. Have students play simulation game - "New Highway Game." Divide class into six teams, each one representing one of the game's six groups. Each team presents its arguements in debate form, an impartial third party (perhaps a guest class) declaring the winner.

Outside or Community:

A. A debate coach could be invited to give a short presentation aiding the class in refining its positions and oral skills.

B. The library or informed public officials could be used as excellent sources of information for each side's case.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Speaking by Doing, National Textbook Co., Skokie, Illinois Population Bomb, Paul Ehrlich Discussion and Debate, National Textbook Co., Skokie, Illinois Science and Survival, Barry Commoner. Viking Press, N.Y. 1966. ICE-RMC-120 Co. Survival With Style, Bradford Angier. Stockpole Books, Washington, D.C. 1972. ICE-RMC-115 Ar. **Audio-Visual:** New Highway Game - Educational Ventures, Inc. ICE-RMC Sg. 10. Urban Sprawl - Stuart Finley, Inc. ICE-RMC-430 (21 min.) Our Environment - Problem or Promise? AJ Nystrom & Co. Chicago, 1972. ICE-RMC-Kit 52. **Community:** Public Library State Historical Society, Madison, Wisconsin	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 4-Water **SUBJECT** Language Arts (Beginner Level)

ORIENTATION Water, Water, Everywhere? **TOPIC/UNIT** Poetry -(Interpretative Reading)

BEHAVIORAL OBJECTIVES

Cognitive:

Explain the significance of imagery, characterization, and figures of speech in the poetry they select for their reading.

Identify examples of each of the above in a poetry selection, if present.

Affective:

Find satisfaction in sharing an esthetic experience with others.

Deliberately examine a variety of poems to determine which presents the need for conservation of water in the best manner.

Skills Used:

1. Discussion
2. Oral reading

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students and teachers will discuss what makes an effective reading, such as the need for preparation, for fluency, for modulating the voice, projecting, and making a good appearance (stand erect, hands out of pockets, etc.)
   1. Students will select a poem which will emphasize man's or animal's need for pure water.
   2. Students will then present their readings to the class.

Examples:
Modern Song Lyrics - Robert Frost
Rime Of The Ancient Mariner - Coleridge
Childe Harolde and Don Juan - Byron
The Fisk - Elizabeth Bishop
To A Waterfowl - Wm Bryan
At The Aquarium - Max Eastman

Outside or Community:

A. A speech teacher or forensics coach could be invited to share some pointers on successful poetic interpretation.
B. The teacher could have available on record or tape various samples of professional readings to aid the students in their work.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Black Bird: Carol & Donald Carrick Dial Press, N.Y. 1973. ICE-RMC (120 ca.) Conserving Our Waters and Clearing the Air, American Petroleum Institute, 1968, (ICE-RMC-170 Pe) **Audio-Visual:** Records-Interpretations of Poetry Films: The Stream-ACI films, Inc. N.Y. 1971 ICE-RMC 320 (15 min.) Crisis of the Environment, The New York Times, 1970, KT 6 (5 filmstrips and records) **Community:** Forensics Coach	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 4-Water

SUBJECT Language Arts (Intermediate)

ORIENTATION Water, Water, Everywhere?

TOPIC/UNIT Poetry - Original

BEHAVIORAL OBJECTIVES

Cognitive:

View a film or slide presentation on water pollution and compose an original poem that illustrates what was seen.

Affective:

Deliberately examine and experiment with a variety of poetic forms using water pollution as a theme.

Skills Used:

1. Creative Writing
2. Synthesis

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. A film or water slide presentation Suggestion - Liquid of LIfe, a beautiful set of water slides put to music, is available from ICE-CESA 3, 8 & 9, Kt 47. on water pollution could be shown. Students would then be asked to write an original poem expressive of their reaction to the pictures seen.

B. Students could be taken to an area where either a beautiful, pure water source or an ugly, polluted stream or river could serve as a stimulus to their poetic creativity.

Outside or Community:

A. A local poet - e.g.
   1. Poet - John Bennett St. Norbert College
   2. Doug Flaherty, U.W.O.
   3. R. Nicholas
   4. Frances May could be invited to share some of his poetry and writing expertise to aid students in producing their own poems.

B. Music played in the background might be helpful to set a mood if the poetry is being written as an in-class assignment.

C. Use ICE Field Activity Guide "Go Solo, Then Shape and Share!" Available from ICE-RMC.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Lindbergh, Anne Morrow Gift From The Sea.
Graham,Thomas P, Ecological Effects Of Hot Water Discharged By An Electric Power Generating Plant.
Univ. of North Carolina, 1971.
ICE-RMC 140 Gr.
Go Solo, Then Shape and Share field activity ICE-RMC.

Audio–Visual:

Filmstrips:
Understanding Lakes and Lake. Problems - Univ. of Wisconsin ICE-RMC-Kit 53.
Films:
The First Pollution-Stuart Finley ICE-RMC-450 26 min.
Still Waters ICE-RMC-510.
Atomic Power Today - Service With Safety-Nat'l AV Center. Washington D.C. ICE-RMC-420 (25 min)

Community:

Sewage Treatment Plant;Atomic Energy Plant,Local Lake, Stream or River Area.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 4-Water

SUBJECT Language Arts (Advanced)

ORIENTATION Water, Water, Everywhere?

TOPIC/UNIT Poetry - Analysis

BEHAVIORAL OBJECTIVES

Cognitive:

Identify examples of the significance of water imagery contained in American Literature as it pertains to the analysis skills presented by the teacher.

Affective:

Attempt to identify common characteristics of water imagery as seen through the American poets' eyes.

Skills Used:

1. Research
2. Analysis
3. Reading

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Have the student trace the use of water imagery in the poetry of 19th, 20th Century American Writers such as:
Romantics - Emily Dickinson
Sara Teasdale
Longfellow
Contemporary-
Frost
Jeffers
Rod McKuen
Sandburg

B. Provide the students with a variety of water images taken from the poems of American authors; request students to fit images into poems provided (blank spaces where images originate).
Assignment forces student to analyze poetry and water imagery to correctly plug in the images.

Outside or Community:

A. A college professor or a colleague skilled in poetry analysis could be invited in as a resource person to assist students in their work.

B. Local newspapers often feature original poetry in their Sunday special section. Teacher (or students) might compile an anthology of those using water imagery to share with the class.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Elements of Poetry,
Brooks and Waner,
Doors to Poetry,
Chad Waish
Canoeing, Bushmaker K. & R. Ziebell.
D.C. Eaerest Jr.-Sr. H.S. Schofield, 1969. ICE-RMC: 160 De.
Water Quality Survey of Black Creek
adv. science class of Mr. Hanseter Seymour, Wis, 1971. ICE-RMC 150Ha.

Audio-Visual:

Filmstrips:
Soaps, Detergents & The Environment,
Soap Detergent Assn. 1971.
ICE-RMC FS-St. 15.

Films:
Rise And Fall Of The Great Lakes,
Nat'l Film Board of Canada,
New York. ICE-RMC 240 (40 min.)
The Gifts-U.S. Dept of Interior,
1970. ICE-RMC-280 (25 min)
Who Killed Lake Erie? BAVI, 1969
(50 min.)

Community:

Boating Enthusiast
Water Pollution Abatement
Facility in Area

E. S. E. A. Title III — PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5-Air **SUBJECT** Language Arts (Beginner Level)

ORIENTATION How is the air around our community? **TOPIC/UNIT** Journalistis Skills - The Interview

BEHAVIORAL OBJECTIVES

Cognitive:

Identify sources of information. Demonstrate procedures and techniques of getting information.

Affective:

Deliberately examine a variety of sources, preparatory to reporting.

Defend the argument that researching more than on source of information results in a morse accurate basis for a written conclusion.

Skills Used:

1. Interviewing
2. Tape recorder use
3. Development of criteria
4. Determining community problems.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The students after adequate preparation, will interview people of the community who represent various economic, social, cultural and political statuses, taping their response to questions about air pollution. (See Division Street America by Studs Terkel, especially Kid "Pharaoh.") (Available in Paperback) The tapes will be shared with the rest of the class.

B. Students will prepare a list of questions to be used in interviewing a community offical of their taping or noting responses to questions posed regarding possible solutions to local air pollution problems. They will then arrange for and conduct their interviews (in person, by phone or by mail). A short oral report to the class on the results would be a fine sharing of learning.

Outside or Community:

Since this activity is basically an outside or community learning experience to be shared in class, no such activities are listed here.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Division Street America, Studs Terkel (Dell Paperback) Reporting, Charnley Community Planning Handbook Ginn & Co., 1970. ICE-RMC-110G, Two Reporters Dig Those Crazy Clues. ICE Field activity CESA 3, 8 & 9. **Audio-Visual:** Environmental Pollution-Our World in Crisis, Ward's Natural Science Establishment, film-strip on air pollution, (ICE-RMC FST 1) SMOG: The Air Pollution Game ICE-RMC SG1 **Community:** City Engineer, City Clerk, Township Office Dept. of Natural Resources; Green Bay Observe examples of air pollution in community Talk to qualified people about what can be don to eliminate air pollution.	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 5-Air

ORIENTATION Is Life Just A Breath Away?

Integrated with:

SUBJECT Language Arts (Intermediate)

TOPIC/UNIT Journalistic Skills - The News Story and Feature.

BEHAVIORAL OBJECTIVES

Cognitive:

Apply the principles of organizational writing in a news or feature story.

Affective:

Believe in the importance of clear, accurate unbiased news reporting, the type required for development of mature attitudes toward the environment.

Skills Used:

1. Collecting facts
2. Writing news

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. After prepatory work, students are assigned to write a news story, feature or human interest interview on a local air pollution problem. When completed, the stories can form the basis of a class newspaper or periodical on that issue.

B. Students could be asked to collect samples of air pollution news or feature stories and create a bulletin board display with their clippings. They then might be instructed to use this bulletin board material as resource information for a comprehensive report on local efforts (or lack of same) in dealing with air pollution problems.

Outside or Community:

A. A local news reporter could be invited to share his experiences in covering stories related to the concept.

B. Local industrial representatives might serve as guests for a "meet the high school press" session in which students could quiz the guest on issues pertinent to local air pollution abatement efforts.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Handbook for Environmental Action Reporting - Charnley
Yellow Pages of Learning Resources-Wurman, ed.
Science Study Aids - U.S. Dept. of Agr. Washington, D.C. 1970. ICE-RMC:130 U.S.

Audio–Visual:

Filmstrip:
Ecology - Our challenger: AVID Corporation. ICE-RMC: FS, ST. 17 - number 1.
EQI - America is in Trouble. Nat'l Wildlife Federation 1970. ICE-RMC-Kit 9.
Films:
The 2nd Pollution-Stuart Finley, Inc., ICE-RMC: 460 (22 min).

Community:

Journalists
Industrial Management Speakers

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5-Air

SUBJECT Language Arts (Advanced)

ORIENTATION What can a citizen do to get clean air?

TOPIC/UNIT Journalistic Skills - Editorial

BEHAVIORAL OBJECTIVES

Cognitive:

Construct a sound, logical comment based upon a community problem, e.g. clean air, using the media of editorial writing.

Affective:

Demonstrate his understanding of clean air as essential for life by writing a letter to the editor urging the curbing of air pollution sources.

Skills Used:

1. Writing
2. Evaluation
3. Determination of community problems.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Editorial Writing
   1. What problems are created by lack of clean air? Discuss.
   2. Survey community for example of air pollution. Research examples for reasons why air pollution is allowed.
   3. Discuss in what ways this one example creates other problems and why is it necessary in this community to allow them to pollute.
   4. Write editorials or Letters to the Editor urgin the curbing of sources of air pol lution in the community.
   5. Have the class select the best editorial for the school paper or for local newspaper.

B. Have students submit letters to EPA or legislators on clean air topics--see attached sample.

Outside or Community:

A. Editorials from newspapers could be used as samples to help students get stared.

B. A local newspaper editor would be an ideal guest speaker to give students an idea of effective editorial technique and to point out the need for responsible, thorough editorial writing.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Sierra Club publication Political Attitudes in Children by Robert Hess. The Cultural Basis of Our Environmental Crisis-by Louis Moncrief. **Audio-Visual:** Videotape newscasts for analysis. Filmstrip Kit: The Effects of Air Pollution on Plant Life US Dept.of Agr., 1972 ICE-RMC-Kit 45. Films: Life in a Cubic Foot of Air BAVI Caronet, 1958 (10 min) Air Pollution BAVI, 1968 (11 min) Poisened Air-BAVI, 1966 (50 min) **Community:** Local news people of TV, radio and newspaper. Library (materials on various cultures and their attitudes toward the environment).	

BEST COPY AVAILABLE

Mr. George Howlett, Jr.
1001 S. Webster Avenue
Green Bay, WI 54301

August 1, 1973

Editor
Green Bay Press Gazette
435 E. Walnut
Green Bay, WI 54301

Dear Sir:

The Honorable Congressman Harold Froehlich of the 8th Wisconsin District has in a news release reported that the U. S. Forest Service should contribute monies to local governments within national forest boundaries. He wishes to appear as "champion of local government". I take it that he infers local governments now receive no such funds in replacement for property taxes not collectable from federal lands.

That the record may be clear, the U. S. Forest Service is required by law to contribute to the support of local government out of timber sale and other receipts. The cited references are 35 stat. 260, 36 stat. 961, 38 stat, 441, 58 stat. 737. 64 stat. 87, 16 U.S.C. 500 as quoted from USDA handbook No. 20, 1964.

"Twenty five percent of all monies received during any fiscal year from each national forest shall be paid at the end of the year thereof by the Secretary of the Treasury to the State or Territory in which said national forest is situated, to be expended as the State legislature may proscribe for the benefit of the public schools and public roads of the county or counties in which the forest is situated".

I would ask the Congressman to investigate the existing laws before raising false issues. It would also be good for the editors of local papers to check whether the Congressman in his news releases is putting out publicity just to keep his name before the public or is dealing with a real problem about which he is able to do something.

Sincerely,

George Howlett, Jr.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 6-Resources **SUBJECT** Language Arts (Beginning)

ORIENTATION Is Wealth Where You Find It? **TOPIC/UNIT** Group Discussion

BEHAVIORAL OBJECTIVES

Cognitive:

Give examples of local mismanagement of resources using techniques of discussion.

Affective:

Demonstrate awareness of the limitations of our natural resources, by citing several examples.
Alter his use of resources so that he uses wisely both non-renewable and renewable resources, when given the choice i.e. drinking from a glass, instead of a plastic throw away cup.

Skills Used:

1. Film study
2. Discussion

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Show Film - Cry of the Marsh to class.
The teacher provides questions related to the film shown which evoke distribution of wealth and the need for careful Management of our natural resources.

Sample questions for Cry of the Marsh.

1. Why is the marsh being destroyed?
2. Where will the marsh creatures go?
3. Why did the film show repeated actions of the ducklings?
4. How does the director evoke sympathy for the main characters (ducklings)?
5. People who alter the marsh are called developers. Are they improving the area? Would you call their action an example of progress? Of good management? (continued)

Outside or Community:

A. A city, industrial or other budget director might be invited to address the class on expenditure priorities of his firm or municipality.
B. A land developer would make a great guest if students were prepared to question his firm's goals and values in their business ventures. Students should prepare questions beforehand.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

The United Nations and the Human Environment. (Free through Johnson Wax Foundation, Racine)
Ehrlich, Paul and Anne Population, Resources, Environment, Issues in Human Ecology, W.H. Freeman & Co., San Francisco, 1970. ICE-RMC: 165 Eh.

Audio-Visual:

Filmstrips:
Conservation-Am. Petroleum Institute, 1965-66. ICE-RMC Kit 8.
Films:
Tomorrow World-Feeding The Billions, Parts I & II. BAVI 1968 (51 min.)
Food For A Modern World-BAVI 1968 (22 min.)
Hunger in America-BAVI, 1968 (54 min.)

Community:

1. Land Developer
2. Budget Director

In-Class (continued)

6. If you came upon a similar situtation, what could (would) you do about it?

B. Show a video tape of a TV show dealing with the problem of uneven distribution of wealth. Have the class divide into group, each of which prepares a set of 5 discussion questions based on the tape. The groups then exchange questions, discuss and record each set and return their work to the original questions for a grade.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 6-Resources

SUBJECT Language Arts (Intermediate)

ORIENTATION What is the good life?

TOPIC/UNIT Group Discussion

BEHAVIORAL OBJECTIVES

Cognitive:

Compare and contrast the life styles of actual and fictional characters illustrating the importance of natural resources by writing a paper, "How the main character's life style has been molded by the area in which he lives."

Affective:

Demonstrate awareness of the effect of resources through observing and discussing the natural resources in the student's immediate area.

Skills Used:

1. Reading
2. Discussion
3. Analysis

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Student-center in-class activity.
   1. Have the class break up into groups and read the novels The Old Man And The Sea, The Pearl, and/or Of Mice And Men.

   Have each indivdual or group prepare a written paper dealing with the idea "How the main character's life style has been molded by the area (natural resources) in which he lives."
   1. His life style
   2. Mental attitude towards life and duty to one's self.

B. Divide class into groups and carry on discussion about student's life style and how the geographical location has influenced it. Appoint a spokesman (or let group choose) for each group to share the ideas presented. A class community profile could be an end product.

C. Use "Lifestyles Book Report" by Rosalie Shier ICE-RMC

Outside or Community:

A. A member of the chamber of commerce would be a possible guest speaker. He could outline for the students the various attributes and opportunities of the student's own community (of which many are all too unaware!). A dialogue with students making suggestions as to the improvements for their age group in terms of community facilities might ensue.

B. In rural Areas, a county agent might provide the students with a good overall picture of the leisure time facilities available for teenagers.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Handbook for Environmental Action, Environmental Science Center,
5400 Glenwood Avenue,
Minneapolis, Minn. 55422
Ten Years To Save Mankind, Dept. of Natural Resources
State of Michigan,
Lansing, Michigan

Audio–Visual:

Student-created collages of various people's use or misuse of land.

Films:
City And Its Region, BAVI, 1963 (28 min.)
City Reborn-BAVI, 1967, (22 min)
Tahoe Today...And Tomorrow
BAVI, 1969 (15 min.)
We Like It Here-DNR (27 min.)

Community:

Speaker - Indian leaders, Industry spkesman, DNR Spkesman.
Historical records - local library, including pictures of given areas, then and now.

Outside or Community (continued,

C. A community walk in which negative and positive aspects of community life are examined might be an excellent field trip activity.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 6-Resources **SUBJECT** Language Arts (advanced)

ORIENTATION What is wealth in the city? **TOPIC/UNIT** Group Discussion

BEHAVIORAL OBJECTIVES

Cognitive:

Identify language as a human resource affecting life using the analysis of a piece of fiction.

Affective:

Judgements as to his own responsibilities regarding language.
Accept the use of a language, dislect, etc. different from his own as being a legitimate way of communication.

Skills Used:

1. Reading
2. Discussion
3. Thinking
4. Analysis

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Native Son - Wright
Manhattan Transfer - DosPassos
Invisible Man (Chapter I) Ellison

The student will create 3 questions based upon his understanding of the novel read to be used in general discussion focusing on the author's use of dialogue, imagery, and descriptive language. A class secretary could be appointed to jot down the best examples cited during discussion.

B. If two classes are studying the same novel, it might be interesting to divide each class into groups, have each group formulate a section of a "dialect dictionary" and ask members of the other class to define the items listed. (The novel read would be the basis for the dictionary extries.)

Outside or Community:

A. Language - Local idioms could be collected and analyzed to indicate to students that they too use language which may be impossible for people unfamiliar with it to understand.

B. The record and/or film American Dialects could be a supplemental aid to the study of language.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Thoreau's Writings.
The Story of Language, Mario Pei
American Dialects-Dictionary
Reader's Guide To Periodical Literature
Speaking by Doing.
National Textbook Company
Skokie, Illinois
(Shows all different speech formats.)

Audio-Visual:

Films:
The Green City-Stuart Finley, Inc., ICE-RMC: 441 (22 min.)
Death Be Not Land-McGraw Hill Films ICE-RMC: 490 (26 min.)
Ecology-The Game of Man & Nature
Urban Systems, Inc., 1970.
ICE-RMC-SC2 (simulation game).

Community:

Language Arts Teachers at all grade levels.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 7-Land Use

SUBJECT Language Arts (Beginning)

ORIENTATION Quality of Life - Openended?

TOPIC/UNIT Propaganda and Advertising

BEHAVIORAL OBJECTIVES

Cognitive:

Differentiate between advertisement and commercials that develop attitudes which contribute to environmental quality and those that call on man to purchase commodities having adverse consequences.

Affective:

Aware of the environmental impact of advertised goods. Assume some responsiblility for affect of advertising on the enviroment by listing items that has purchased as a result of an advertisement.

Skills Used:

1. Use of tape recorder
2. Discussion
3. Analysis

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students and/or teachers can tape a variety of commercials, class discussion of content appeal and persuasive tactics.
B. Discuss what would result if everyone did buy one certain product. How would this affect the economy? The population? Land use? Transportation facilities of that area?
C. Ask students to bring in examples of products with advertising they find attractive or unattractive.
D. Ice Field Activity "Bill Boards & Signs" see pp. 47 - 50

Outside or Community:

A. Advertiser - Suggestion
Robert Sweetland
Director of Advertising
Schreiber Cheese
B. A Disc Jockey is always a welcome guest speaker. He could be asked to discuss advertizing's effect on radio and vice versa.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Confessions of an Ad Man From the People Who Gave You Pearl Harbor The Selling of the President Community Planning Handbook, Ginn & Co., 1970. (For High school students, who want to do something about their neighborhood.) **Audio-Visual:** Ads from magazines for discussion. Tape recordings of commercials. Pictures and art drawings of products. Films: Man Uses And Changes The Land BAVI (coronet 1969) (#6889 11 min **Community:** Local Newspapers for pictures of community advertizing.	

Project I-C-E
Serving Schools in CESA's 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
Robert Warpinski

BEST COPY AVAILABLE

BILLBOARDS AND SIGNS

An Environmental Activity for Grades 5-12

Integration Potential

1. Social Studies
2. Mathematics
3. Art
4. Language Arts

Concepts Involved

1. Energy
3. Carrying Capacity
8. Values and Attitudes
9. Manage, Manipulate, Change
11. Individual Acts
12. Stewardship

Introduction

Advertising billboards, sales promotion, informational, and directional signs are a part of our everyday life. They vary only in number and intensity in different types of communities. There is a need and a purpose for signs and billboards ranging from providing necessary information to pure and simple economic exploitation. In the worst sense, they can create a monster called visual pollution that is both a real physical threat and an affront to our aesthetic senses. The issue then is to discriminate between what is necessary and desirable and what is unsightly and offensive in the number, kind, and type of signs and billboards. To accomplish this we need to focus and sharpen our senses of perception and visual discrimination. And finally, when necessary, we must be committed to some action in a rational way, at least to be able to offer some suggestions for improvement.

BEST COPY AVAILABLE

Billboards and Signs - Activity Worksheet
(Individuals or teams of 3-5)

1. Identify the area limits of survey -- draw a sketch of the streets, label them.

2. Take one, or several, pictures from a vantage point that best takes in the survey area: Locate your vantage point on sketch above by a ⊗ .

3. Tally of commercial signs:

a) Identify type of business	b) Number of signs for each
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total Number _____	Total Number _____

BEST COPY AVAILABLE

4. Tally of public control, direction, information signs

a) Identify kinds of signs	b) Number of each kind
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Number of Kinds _____ Total Number _____

5. Count and describe any other signs or billboards in the area not included in Items 3 or 4:

a)

b)

c)

d)

e)

6. From the list of signs/billboards noted before

a) Select one most necessary and explain why:

b) Select one most unnecessary and explain why:

c) Select one most attractive and explain why:

d) Select one most unattractive and explain why:

BEST COPY AVAILABLE

7. Select one commercial establishment, critique its use of signs and make suggestions for improvement.

8. Comment briefly on total perception, recommend any improvements you would make and tell why.

Resources: I-C-E RMC

115 Jo — DeSchool Primer: Your City Has Been Kidnapped

120 0 — GEE, Our Man-Made Environment, Book 7

Film — Noisy Landscape, 13 1/2 min., color
(Donated by NEW Chapter, American Institute of Architects)

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 7-Land Use **SUBJECT** Language Arts (Advanced)

ORIENTATION Leisure Time - Boon or Boondoggle? **TOPIC/UNIT** Propaganda and Advertising

BEHAVIORAL OBJECTIVES

Cognitive:

Design and advertise a product which, by its nature and by the advertising of it, would contribute to profitable use of leisure time and the betterment of the natural environment.

Affective:

Reevaluate his behavior in regard to evaluating and using leisure time products.

Skills Used:

1. Discussion
2. Comparison and contrast
3. Logical thinking
4. Organization
5. Logical, ethical, and pathetic proof

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The student will be asked to design a product which can be used during leisure time.
B. The student will present the product to the class through several advertisements which use different techniques.
C. After each presentation, the class will be asked to analyze and identify the more effective approaches in selling.

Outside or Community:

A. A recreational vehicle salesman could be contacted to address class on the subject of use of leisure time and the effect of advertising technique on the selling of his product.
B. A commercial artist could be an excellent resource person for students to contact.
C. An art instructor might also be consulted for help with the students' designs.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Lives and Loves of Dobie Gillis "Love Is A Fallacy" Max Schulman Kimball, Richard, poster series on population problems. J. Weston Walch, publisher Portland, Maine 1971. ICE-RMC 190 Ki 1-4. **Audio-Visual:** Films: All of the People, All of the Time, BAVI #3345, 1905 (30 min.) Adventuring in Conservation BAVI #4912, 1959 (15 min.) Last River BAVI #2447, 1965, (29 min.) **Community:** Chamber of Commerce Advertising Agency Representative Product Packaging Designer	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 8-Values and Attitudes

SUBJECT Language Arts (Beginning)

ORIENTATION How does man view his world?

TOPIC/UNIT Problem Solving

BEHAVIORAL OBJECTIVES

Cognitive:

Apply the basic problem solving techniques as a means of changing negative environmental attitudes.

Affective:

Accept responsibility for the building of positive environmental attitudes.

Skills Used:

1. Research
2. Group discussion
3. Problem solving

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The teacher will provide the students with several current ecological problems.
For example, local, regional or national ecological problems involving attitudes e.g. (recycling).
   1. Students will group themselves to work on the problem of their choice.
   2. After a solution is chosen, students will come together to report their findings.

B. Students will be asked to offer examples of local ecological problems from this list, each student will use the method of problem solving below to offer possible solutions. Students will then be asked to group themselves according to their chosen problem areas and evaluate one another's solutions choosing perhaps the best one or two suggestions.

(continue)

Outside or Community:

A. CESA-ICE Environmental Ed. Specialist George Howlett would be a fine guest speaker to get students thinking in ecological problem areas.

B. A city planner could be quizzed by the class as he might help them become more aware of local ecological problems.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: See attached sheets pp 52-54. Saroyan, William The Time of Your Life. **Audio-Visual:** Films: Available from Univ. of Michigan AV Center 416 Fourth St. Ann Arbor, Mich 48103 The Ark a film parable of a Modern Noak (20 min.) Pollution is a Matter of Choice NBC News Special (54 min.) **Community:** CESA Values Education Specialist (if available)	In-Class (continued) 1. Basic Techniques of Problem Solving. 1. Identify a problem 2. Suggest possible solutions 3. Choose one solution 4. Provide reasons for choice 2. See insert on creative thinking.

BEST COPY AVAILABLE

ENVIRONMENTAL PROBLEM AREAS

Air quality

Community structure (Human)
(Natural)

Ecosystem stability

Ecosystem & Communities

Energy resources

Energy systems

Environmental action

Environmental design

Environmental economics

Environmental ethics & adesthetics

Environmental law

Environmental quality for man

Estuaries

Fisheries resources

Forest Resources

Land use & zoning

Mineral resources

Noise pollution

Ocean resources

Outdoor recreation

Pest Control

Pollution control technology

Population (Human) (Wildlife)

Recycling

Regional planning

Resource conservation

Soil Management

Solid waste management

Technology *growth

Transporation systems

Urban growth

Water quality

Wilderness

Wildlife resources

BEST COPY AVAILABLE

METHODS OF INCREASING CREATIVE THINKING

All of us are creative. The real problem lies in putting it to use. Only a few of us use more than a fraction of our creative ability. Poor health, inadequate motivation, mental laziness, lack of curiosity, and emotional mindedness may be factors relating to why our creative abilities are not used.

In order to increase our creativity, methods may be used. These methods are merely "tools"--they are not the mind.

BRAINSTROMING

Brainstroming is an unintentionally uninhibited group approach.
Brainstroming was developed by Alex F. Osborn.
The objective of brainstorming is to produce the greatest number of ideas for later evaluation and development.
Brainstorming is a group approach to increase creative thinking. Four rules to follow:

1. Judicial thinking must be withheld--until ideation is carried out.
2. "Free-Wheeling" is welcomed.
3. Quantity (of ideas) is desired.
4. Combination and improvement (of ideas) are sought.

GORDON TECHNIQUE

The Gordon Technique is a variation of brainstorming.
The Gordon Technique was developed by William J. J. Gordon.
The object is to produce one best idea and carry it through testing and evaluation, verification, development and production in the final form.
The Gordon Technique is a group approach.
Four guidelines:

1. The Chairman leads a discussion on the subject which is central to the problem.
2. The chairman does not reveal the specific problem until the group is close to a satisfactory solution.
3. A free discussion follows.
4. When close to a solution, the chairman tells the specific problem and the group develops the idea in detail.

ATTRIBUTE LISTING

Attribute listing is a technique used primarily for improving tangible things.
Attribute listing was developed by Robert P. Crawford.
Attribute listing can be used by individuals or by a group.
The objective is to better satisfy the original purpose of the object, or to fulfill a new need with it.
The procedure:

1. Choose an object to improve.
2. List the parts of the object.

BEST COPY AVAILABLE

3. List the basic qualities or features of the object and its parts.
4. Change or modify the attributes.

CATALOG TECHNIQUE

The catalog technique is the reference to various catalogs as a means of getting ideas that will, in turn, suggest other ideas.

FREE ASSOCIATION

Free association is a method of stimulating the imagination to some constructive purpose.
The objective of free association is to produce a quantity of intangible ideas, such as slogans, designs, names, etc.
The procedure:

1. Jot down a word, symbol, picture, which is related to the problem or subject under consideration.
2. Jot down another word, symbol, picture, suggested by the first one.
3. Continue in the same manner until an idea emerges.

CHECK-LIST TECHNIQUE

The check-list technique is a system for getting ideas or clues by checking the items on a prepared list against the problem or subject under consideration.
The objective is to gather a number of general ideas for further development into a specific form.

INSPIRED (BIG DREAM) APPROACH

The inspired (big dream) approach is a "breakthrough" approach which sometimes leads to great advancements.
The object of the inspired (big dream) approach is to make the greatest possible achievement for human benefit.
Three phases of the approach:

1. Think the biggest dream possible--something to benefit mankind.
2. Read, study and think about every subject connected with your big dream.
3. Drop down a dream or so, then put your dream into reality.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 8-Values and Attitudes

SUBJECT Language Arts (Intermediate and Advanced)

ORIENTATION How does man view his world?

TOPIC/UNIT Problem Solving

BEHAVIORAL OBJECTIVES

Cognitive:

Apply the problem solving model in defined environmental attitudes situations.

Affective:

Develop a code of behavior which encourages a change in others negative environmental attitudes.

Skills Used:

1. Research
2. Writing skills

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. With a slide or picture presentation, the teacher presents visual examples of environmental problems. (prepared series suggestions at right).
   1. Students in small groups, use the Problem Solving Model as outlined below & create a solution..
      a. Statement of problem
      b. Divergent thinking-brainstroming of possible solutions
      c. Convergent thinking (solutions are narrowed to possible or practical)
      d. A solution is accepted and applied
      e. Evaluation of the success of the solution as applied
   2. A full-class share session, with perhaps an attempt to evaluate and arrive at one class solution might be a good follow-up.

(continue)

Outside or Community:

A. Suggested A.V. Presentations
   1. Crises of the Environment-New York Times, 1970. (ICE-RMC Kit 6).
   2. A poster series-by Richard Kimball on population problems. J. Weston Walch, Publisher, Portland, Maine 1971. ICE-RMC-190 Ki- 1-4.

B. Use ICE Field Activity Guide "He Said What? Well, Here's What I Think!"
   This activity helps students choose key ideas, translate them, and use other's views as stimulus for writing.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: See Attached Sheets p. 52-54 Examining Your Environment (Series) Mine Publications. Inc. ICE-RMC 120 Ma 1-6. Edberg, Rolf, On The Shred Of A Cloud, Harper and Row, 1966. ICE-RMC 100 Ed. **Audio-Visual:** Simulation Game: The Game Of Sacrifice-by Education Ventures, Inc., ICE-RMC Sg 11. (Excellent!) Films: Post No Bills Conten Films McGraw Hill 330 W. 42nd St. New York 10022 (10 min.) So Little Time BAVI #7337 1969 (32 min.). **Community:** Planned Parenthood School Nurse City Engineer, Etc.,	In-Class (continued) B. The teacher provides the students with an extensive choice of stated, specific environmental problems. (See p. 55 for ideas.).Students apply the problem solving model in choosing a solution to the problem. Students present a paper to the class which outlines their work for evaluation and discussion.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9-Management **SUBJECT** Language Arts

ORIENTATION Is Man an Effective Citizen? **TOPIC/UNIT** Role-Playing (9-12)

BEHAVIORAL OBJECTIVES

Cognitive:

Demonstrate man's ability to form and reform his environment through group role-playing.

Affective:

Participate, because he realizes man can change and manage his environment, in an environment betterment project, i.e. stream cleanup, bottle collection.

Skills Used:

1. Research
2. Role-playing
3. Listening

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Role-playing - Simulates a public hearing using as the basis a selected common interest problem from the local news media, one involving a wide variety of land use possibilities. e.g. The damming of a local river which could have any of the following potential effects:
   1. Flooding of Wildlife habitat
   2. Removal of landmark trees
   3. Electrical power availability
   4. Creation of swimming, fishing and campsite areas
   5. Creation of watershed
   6. Aesthetic value of landsite
   7. Water rights above and below dam.

Outside or Community:

A. Community
Have students research, select, bring to class and read aloud, a news description of an environmental conflict of interest. Students interview members of the community to gain insight into their views relative to environmental problems being dealt with, and as a means of substantiating the students role-playing experience.

B. Library
Research books, magazines, newspapers for related problems.

C. ICE Field Activity Good Evening, Ladies and Germs!
CESA 3, 8, 9- ICE-RMC

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Kline, Arlyn A. Encounters in Environmental Science Mankato State College, 1974. ICE-RMC-125 Ki. Advanced Level: The Forester At Work ICE Field activity - George Howlett. **Audio-Visual:** American Forest Institute, Washington D.C. Set of 5 reel to reel tapes on forestry management. ICE-RMC-Kit 46. Films: The Best We Can Do Am. Insitute of Architects ICE-RMC 440 (30 min.) **Community:** Local news media TV Newspaper Radio Townspeople DNR State Dept. of Conservation Dept. of the Interior (continued)	Community (continued) Council of Governments Northeast Wis. Planning Commission Wisconsin Ecological Commission

BEST COPY AVAILABLE

Environmental:

Integrated with:

CONCEPT NO. 10-Economic Planning

SUBJECT Language Arts (Beginning)

ORIENTATION Are "Prophets" only Dollar Signs?

TOPIC/UNIT Listening and Reading

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

BEHAVIORAL OBJECTIVES

Cognitive:

Demonstrate techniques of taking notes from verbal and written material provided by the teacher or guest speaker.

Affective:

Receptive to major ideas as expressed in oral or written environmental presentations by listening attentively.

Skills Used:

1. Listening
2. Note-taking

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The teacher will explain the note-taking process and provide two note-taking exercises:
   1. Provide an article relevant to the concept for the students to read and take notes on.
   2. Read to the class a relevant article and ask them to take notes based on their listening.
   3. Suggested Topics:
      a. Population limitation vs. population explosion
      b. Forests for industry vs. forests for recreation
      c. Mass transportation vs. individual cars
      d. Drug abuse

Outside or Community:

A. A guest speaker could be asked to address the class on a successful example of ecologically sound economic planning. He could be asked to supplement his talk with written material prepared for the students.
   Suggested Speakers for activity B:
   1. Industrialists
   2. Mass transportation people
   3. District oil rep
   4. Rehabilitated drug user
   5. Birth rights advocate
   6. Newspaper Reporters

B. The students take notes on both the oral and written material supplied by the speaker.

C. The teacher could review the important facts presented to help the student evaluate their note taking success.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Silent Spring - Rachel Carson America the Raped Diligent Destroyers - Laycock Population Bomb - Paul Ehrlich Grapes of Wreath - John Steinbeck **Audio–Visual:** Soaps, Detergents, and the Environment-1 filmstrip and cassette (ICE FS-ST 15) Transportation-1 filmstrip and cassette (ICE FS-ST 20) Topics in Ecology-#4 Prosperity-Pollution (ICE Kt 1) Filmstrip and record **Community:**	

E. S. E. A. Title III — PROJECT I-C-E 59-70-0135-4

Environmental: Integrated with:

CONCEPT NO. 10-Economic Planning SUBJECT Language Arts (Intermediate)

ORIENTATION Are "Prophets" Only Dollar Signs? TOPIC/UNIT Listening and Reading

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Select appropriate data for use in substantiating a position in an oral presentation on the use, misuse, of the environment.	A. Students provide one sheet of date on an issue related to the concept, and give an oral presentation based on that data. The remainder of the class will listen and react. Suggested Topics: 1. Population control 2. Drug abuse 3. Use of automobile and recreational vehicles 4. Water and air use and abuse B. After reading a book, magazine article, or privately viewing a filmstrip on an issue related to the concept, students are asked to orally report the information contained therein to the class. Each "listener" will be asked to react to his peers, presentations by phrasing the main ideas presented in one sentence summaries.	A. The library's periodical index would provide the students with a choice of materials to present to the class. B. Social studies teachers might be called on by individual students for ideas on pertinent issues and publications.
Affective: Accept new environmental ideas		
Skills Used: 1. Research 2. Oral presentation 3. Class discussion		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Population Bomb, Paul Ehrlich Future Shock, Toffler Diligent Destroyers, Laycock Popular Science, Aug. '73 "How To Operate A Land Vehicle And Protect The Wilderness Too" **Audio–Visual:** Soaps, Detergents And The Environment-1 filmstrip and cassette (ICE FS-ST 15) Transporation-1 filmstrip and cassette (ICE FS-St 20) Topics In Ecology-#4 Prosperity-Pollution (ICE Kt 1) Filmstrip and record **Community:**	

BEST COPY AVAILABLE

E. S. E. A. Title III — PROJECT I-C-E 59-70-0135-4

Environmental:

Integrated with:

CONCEPT NO. 10-Economic Planning

SUBJECT Language Arts (Advanced)

ORIENTATION How Do We Defend Our Beliefs?

TOPIC/UNIT Listening and Reading

BEHAVIORAL OBJECTIVES

Cognitive:

Identify fallacious reasoning used in the other groups presentations and develop a logical rationale.

Affective:

Actively participate in contributing related materials and examples to support his group's position on the effect of people's greed on the destruction of the environment. Listen carefully to a presentation on how a person's green effect the environment.

Skills Used:

1. Research
2. Logical reasoning
3. Debate

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Students can choose to read Our Plundered Planet, The Octopus, The Jungle, or Walden and then divide into groups according to the novels chosen. They then are asked to present a panel discussion dealing with the effects of human greed (short-sightedness) on individuals and groups. (Walden's more optimistic tone might be best saved for last!)

B. All students read Love is a Fallacy by Max Shulman. In small groups, the students prepare a group report on any economic plan (e.g. how to fight inflation) using one form or another of Fallacious is reasoning. Students should be prepared to challenge the ideas of their classmates by identifying areas where fallacions reasoning occurs.

Outside or Community:

A. Field trip to a Meat-Packing Plant, A Protected ecological Area (e.g. Thousand Island In Kaukauna) or a land development could be a possiblity.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Our Plundered Planet The Jungle Walden The Octopus Love is a Fallacy-Max Shulman Elmer Gantry-Sinclair Lewis **Audio-Visual:** Films: City and Its Region #5893 BAVI 1963 (28 min.) Who Shall Reap? BAVI #4383, USDA, 1969 (28 min.) Planning to Prosper-#1701 BAVI 1968 (20 min.) **Community:** Any kind of agency involved in planning could be a good source of information.	

BEST COPY AVAILABLE

E. S. E. A. Title III -- PROJECT I-C-E 59-70-0135-4

Environmental:

Integrated with:

CONCEPT NO. 11-Individual Acts

SUBJECT Language Arts (Beginning)

ORIENTATION Am "I" Important?

TOPIC/UNIT Short Story - Organization

BEHAVIORAL OBJECTIVES

Cognitive:

Identify elements of structure in the short story. Create a short story, having the elements of structure, about the importance of himself in the betterment of the environment.

Affective:

Enjoy the short story's harmony in relation to man's harmony in the world.

Skills Used:

1. Outlining
2. Definition
3. Collage
4. Group cooperation

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Students read a short story (e.g. Leader of the People by John Steinbeck.)
   1. After reading, the students will outline the basic elements of the short story (introduction, raising action, crisis, climax, denoumet).
   2. They will then be asked to divide into 5 groups, each of which will make a collage depicting one of the five elements of the story read by the class.

B. In terms of the short story read, students define the terms harmony and conflict. They then, as a group, create a montage for a bulletin board display of each concept.

Outside or Community:

A. The school art teacher might be called upon to offer suggestions to students as to effective collage creation.

B. A field trip to show contrast between harmony and conflict (e.g. a factory and then a lake area) might be helpful.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Dawn of Remember Spring Split Cherry Tree Stuart "Transcendentalism" ideas of Ralph Waldo Emerson **Audio–Visual:** Slide & Record Series Who Am I-#206, Man & His Environment-#221 Man's Search For Identity-#225 Center for the Humanities, Inc. White Plains, NY 10603 **Community:** Any areas where conflict and/or harmony can be observed.	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 11-Individual Acts

SUBJECT Language Arts (Intermediate & Advanced)

ORIENTATION Am "I" Important?

TOPIC/UNIT Short Story - Language

BEHAVIORAL OBJECTIVES

Cognitive:

Identify figures of speech within a short story to determine their value in communicating an idea more effectively.

Affective:

Respond both to intellectual and emotive statement within a short story about the individual and his environment. Criticize short stories that indicate that man can do little about his environment as individual.

Skills Used:

1. Comparison and contrast essay
2. Analysis of Short Story

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. The student will read "A White Heron"by Jewett and will: Compare and contrast the use of figurative language (Imagery, tone, style, symbol, etc.) in the short story to the nonverbal, visual communication in the film essay Cry Of The Marsh, in a comparison contrast essay of 5 paragraphs.

B. After reading a short story (such as the one mentioned above), the students will each be asked to select a figure of speech from the story and create a drawing which depicts the authors' written words, the drawings could be grouped for a bulletin board, presented by each student in an oral "showing" or made into a classroom picture book.

Outside or Community:

A. Video tapes made of TV dramas that pertain to the orientation might supplement this assignment.

B. If available an author of short fiction (amateur or professional) might help students to locate and analyze figurative language more effectively.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Eco-Fiction Under The Lion's Paw And Other Stories, Hamlin Garland Great Stories Of Action And Adventure - available from Madison News Agency. **Audio-Visual:** Films: Cry Of The Marsh, ICE-RMC #390 Recycling--Stuart Finley, Inc., ICE-RMC- #500 (21 min) Snow Goose Made for TV (video tape replay) **Community:** Soylent Green - a modern film (perhaps not available at area theaters) Billy Jack-a modern film	

E. S. E. A. Title III — PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12-Stewardship

SUBJECT Language Arts (Beginner)

ORIENTATION Is ownership stewardship?

TOPIC/UNIT Critical Reading

BEHAVIORAL OBJECTIVES

Cognitive:

Construct an ideal situation in which the stewardship principles are followed and explain how it would operate.

Affective:

Seek justice for the offended party, when his rights have been violated by another person's or industry's use of a part of the environment. Decide when presented with a situation in which private and public rights of ownership conflict, which position carries out the responsible stewardship concept.

Skills Used:

1. Analysis
2. Group Discussion
3. Community Resource Use

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. After reading The Butterfly Revolution (or another selection related to the concept) students will, in groups discussion.
   1. Define the conflict of private vs. public rights as expressed in the book, determining which position would be most ecologically beneficial.
   2. They would then cite similar examples from other literature they have read, comparing decisions and outcomes and evaluating each in terms of the concept.

B. Should such a conflict be occurring locally, students can research the problems, take a stand on the issue and support their position through letters to the editor, phone calls to radio talk shows, or appearances at meetings.

Outside or Community:

A. Conservation agent, DNR representative, Forest Ranger, Agricultural Science Teacher, Architect, local farmer or land developer could be invited as speakers to help choose an issue as suggested in "B" at left.

B. A field trip to any area under dispute (a land development, proposed recreational vehicle trail, suggested bicycle path, etc.) could become a natural outcome of the students' interest in a particular problem.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The Student As Nigger Jerry Farber Animal Farm, Orwell Christ Climbed Down Laurence Ferlingetti Deliverance, James Dickey In The Zone, Eugene O'Neill Man's Control Of The Environment To Determine His Survival...Or To Lay Waste His Planet, congreesional Quarterly, Washington D.C. 1970. ICE-RMC-100 Ma. **Audio-Visual:** Harmony (ICE Film 340) Junk Dump (ICE Film 310) Simulation Game New Town-Harwell Assoicates ICE-RMC Sg. 8. **Community:** The possibilities here are endless.	

BEST COPY AVAILABLE

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12-Stewardship

SUBJECT Language Arts (Intermediate)

ORIENTATION Is ownership stewardship?

TOPIC/UNIT Critical Reading

BEHAVIORAL OBJECTIVES

Cognitive:

Identify human motives and behavior in a piece of fiction.

Affective:

Promote the adoption of a change in behavior toward a more responsible use of the environment.

Skills Used:

1. Expository essay
2. Listening
3. Group discussion
4. Analysis
5. Verbal communication

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. After student reading of the novel, Bless The Beasts And The Children, or another novel related to the concept, the students will group themselves according to choice of a character from the novel.
   1. They will identify and document with specific quotes, from the novel the motives upon which their character's behavior is based.
   2. They will then suggest ways in which other characters influenced or might have influenced their character's decision so that a better use of our natural resources might have been made.

B. After reading a short story dealing with the concept, the students will write an expository essay dealing with one characters'motivation and behavior in terms of the stewardship theme.

Outside or Community:

A. Students might be asked to bring in one recyclable item, and to ask one friend to help with the project. The majority of kids may have trouble getting a positive response. This can be a great opening for discussion of "how to get people to change behavior and attitude toward the environment."
   If time permits, students could discuss creative new uses for some of the recyclables, as well as school community reaction to their project. (e.g. Janitors who view this as nothing but a nuisance).

B. If possible a field trip to a plant that uses--recycled materials would be a good follow-up.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Bible - Stewardship Parable
Bless The Beasts And The Children
Lord Of The Flies, Golding
Alas, Babylon, Frank
Pegman, Zindel
How To Conduct A Clean Up Campaign - free booklet, send postcard to:
Nat'l Wildlife Federation
Educational Services Dept. YB
1412 Sixteenth Street N.W.
Washington, D.C. 20036

Audio-Visual:

Films:
Things Worth Saving
Nat'l Center for Resource Recovery ICE-RMC-370 (50 min.)
Recycling Resources
Continental Can Inc., 1971.
ICE-RMC-Sg. 6

Community:

Recycling Firm Representative

BEST COPY AVAILABLE

Project ICE
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301

Credits: Sally Kinney
Harrison County
High School
Cynthiana, Kentucky

EXERCISE #7

Title of Lesson: Reading with a Purpose

Purpose: To make students aware of more than the plot and characters in a book length work of fiction.

Behavioral Objectives: After this exercise, 75% of the students will be able to:

1. Understand the importance of the physical setting in work of fiction which they read
2. Understand that they can learn much more about nature while reading for pleasure
3. Give a book report which does something other than summarize the book's plot

Materials Needed:

Library books with an emphasis on natural surroundings and wildlife such as Call It Courage, Island of the Blue Dolphin, Robinson Crusade, Call of the Wild, The Yearling, Goodbye My Lady, When the Legends Die, Let the Hurricane Roar.

Activities:

1. Discuss the fact that writer often use vivid description of the surroundings in a story.
2. Read Stuart's short story, The Slip Over Sweater, to show how the writer has used description as a background for his story.
3. Visit a library to check out books in which climate, natural surroundings and/or wildlife play an important part.
4. Discuss books in small groups emphasizing the settings and pointing out how these had a bearing on the plot, the characters, etc.
5. Have students in each group pick the story which seemed to give them the most insight to nature and have the students who read this book be on a panel with those chosen from other groups. Have panel present a discussion on "The Importance of Setting in Works of Fiction."

Follow-up Activities:

Have students write a paragraph about the use of natural surroundings in works of fiction.

Evaluation:

Grade book reports by moving from group to group to determine whether students are describing setting and whether they are making the setting of their book vivid to the listeners. Evaluation in this exercise is informal and is not to be used in determining student grades.

BEST COPY AVAILABLE

Environmental: Integrated with:

CONCEPT NO. 12-Stewardship SUBJECT Language Arts (Advanced)

ORIENTATION Is ownership stewardship? TOPIC/UNIT Critical Reading.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

BEHAVIORAL OBJECTIVES

Cognitive:

Evaluate a piece of fiction according to selected literary criteria.

Affective:

Form responsible judgements regarding his environment and its use by individuals, companies and communities. Investigate the consequences of an action on the environment before his acts.

Skills Used:

1. Panel discussion and presentation
2. Expository essay
3. Visual presentation of a theme
4. Creation and evaluation of surveys and/or polls

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. After having read and critically analyzed The Bear by William Faulkner, the students could:
   1. Present a panel which discusses the theme of stewardship of land
   2. Prepare a paper on some issue of McCaslin's view of the land
   3. Create a poster which portrays the stewardship theme
   4. Poll and characterize the class's attitudes regarding the stewardship theme

B. Alternate Shorty Story Choices
   1. "Under The Lion's Paw" Hamlin Garland
   2. "All Gold Canyon" Jack London
   3. "The Snow Goose" Paul Gallieo
   4. "Mrs. Starlings Problem" Pearl Buck
   5. "The Scarlet Ibis" Mary Andrews

Outside or Community:

A. Public "Stewards" such as: Conservationists, DNR, Forest Ranger, Architect, local farmer or land developer could be invited as speakers.

B. A field trip to a natural area might be a good followup to show students effective stewardship in operation.

BEST COPY AVAILABLE

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Faulkner, edited by Malcolm Cowley Six Great Modern Short Novels, Dell Publications Principles of Criticism, I. Richards Patterns of Criticism, Victor Hamm **Audio Visual:** Films: Harmony, film, ICE-RMC-340 (15 min.) Junk Dump, ICE-RMC-310 (15 min.) Neighbors of the Land-BAVI #1477, 1961 (22 min.) Our Public Lands-BAVI #4623, 1961 (28 min.) **Community:**	